

**READING SKILL TESTED IN ENGLISH STATE EXAMINATION  
PAPER FOR JUNIOR HIGH SCHOOL  
YEAR 2009<sup>th</sup> – 2013<sup>th</sup>**



**RESEARCH PAPER**

Submitted as a Partial Fulfillment of the Requirments  
for Getting Bachelor Degree of Education  
in English Department

by:

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MUHAMMADIYAH UNIVERSITY OF SURAKARTA  
2014/ 2015**

**APPROVAL**

**READING SKILL TESTED IN ENGLISH STATE EXAMINATION  
PAPER FOR JUNIOR HIGH SCHOOL  
YEAR 2009<sup>th</sup> - 2013<sup>th</sup>  
RESEARCH PAPER**

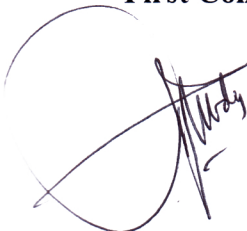
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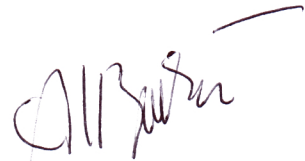
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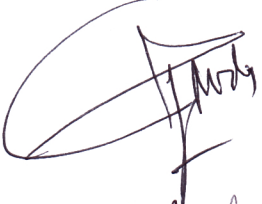

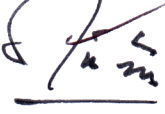
## ACCEPTANCE

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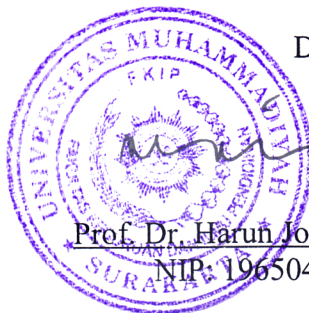
Accepted and Approved by the Board of Examiners  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta

On March 30, 2015

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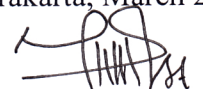
  
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## TESTIMONY

On this occasion, I state that there is no proposed work before in this research paper to get bachelor degree in a certain university and as long as I know, there is also no work or idea that have ever been written or published by other people, except those in which the writing is referred or written in this research paper and mentioned in bibliography.

If it is proved there is something wrong in my statement above in the future, so I will wholly be responsible.

Surakarta, March 2015

  
Sri Lestari

## MOTTO

- ✚ The improvement of understanding is for two ends: first, our own increase of knowledge; second, to enable us to deliver that knowledge to others. (John Locke)
- ✚ The greatest gift that you can give to others is the gift of unconditional love and acceptance. (Marissa Anita)
- ✚ If you are grateful, I (Allah) will surely give you more and more. (QS. Ibrahim: 7)
- ✚ A comfort zone is a beautiful place, but nothing ever grows there (Unknown)
- ✚ The science gives judiciousness, the art emerges gorgeousness, and the faith provides peacefulness (Writer)

## DEDICATION

This little work is dedicated to:

- ✚ My beloved and respected Mom and Dad.
- ✚ My beloved Grandpa and Grandma
- ✚ My dear sister, brother and cousin.
- ✚ My friends who always help me and give me the spirit.

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2. **Maully Halwat Hikmat, Ph. D.,** as Head of English Department who has given her permission to conduct the research,
3. **Prof. Dr. Endang Fauziati, M. Hum.,** as the first consultant for giving her a valuable guidance,
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8. My lovely sister and brother, **Astrit Purwani** and **Muhammad Toufiq,** who always support and care for me,
9. My sweet causin, **Akmal Priyatama Toufiq,** who always makes me happy,
10. My big families thanks for support,
11. My best friends in English department class A members,
12. My best friends in *Flamboyant boarding house,* and
13. My institutions *“Almost”*. Thanks for the teaching experiences given to her,

Finally, she wants to thank for the readers especially those who are eager to give some constructive criticism that can make this research paper better. The writer hopes this research paper would be beneficial to everyone.

Surakarta, March 2015

The researcher

**Sri Lestari**



## SUMMARY

**SRI LESTARI. A320110022. READING SKILL TESTED IN ENGLISH STATE EXAMINATION PAPER FOR JUNIOR HIGH SCHOOL YEAR 2009<sup>th</sup> – 2013<sup>th</sup>. Research Paper. Muhammadiyah University of Surakarta. 2015.**

This research aims at analyzing the reading skill tested in English state examination paper for Junior High School year 2009<sup>th</sup> - 2013<sup>th</sup>. It is conducted to know the aspects question of reading comprehension tested in English state examination paper from 2009<sup>th</sup> – 2013<sup>th</sup> at Junior High School. The researcher gets the data of this research from documents. The techniques of collecting data is documentation in reading comprehension tested 2009<sup>th</sup> – 2013<sup>th</sup> of English state examination paper. The result of this analysis shows that: 1). The aspects of reading skill tested in *question about the ideas of the passage*: 2009<sup>th</sup> (18%), 2010<sup>th</sup>(32%), 2011<sup>th</sup>(34%), 2012<sup>th</sup> (30%), and 2013<sup>th</sup> (36%); 2). The aspects of reading skill tested in *directly answered question*: 2009<sup>th</sup> (46%), 2010<sup>th</sup> (42%), 2011<sup>th</sup> (38%), 2012<sup>th</sup> (38%), and 2013<sup>th</sup> (40%); 3). The aspects of reading skill tested in *indirectly answered question*: 2009<sup>th</sup> (6%), 2010<sup>th</sup> (6%), 2011<sup>th</sup> (4%), 2012<sup>th</sup> (2%), and 2013<sup>th</sup> (0%); 4). The aspects of reading skill tested in *vocabulary question*: 2009<sup>th</sup> (16%), 2010<sup>th</sup> (8%), 2011<sup>th</sup> (6%), 2012<sup>th</sup> (10%), and 2013<sup>th</sup> (8%); 4). The aspects of reading skill tested in *overall review question*: 2009<sup>th</sup> (14%), 2010<sup>th</sup> (12%), 2011<sup>th</sup> (18%), 2012<sup>th</sup> (20%), and 2013<sup>th</sup> (16%). The conclusion of this research are the dominant aspect question of reading skill in the years 2009<sup>th</sup> – 2013<sup>th</sup> is *directly answered question*, which the specific presentages in the year of 2009<sup>th</sup> 46%, 2010<sup>th</sup>: 42%, 2011<sup>th</sup>: 38% ,2012<sup>th</sup>: 38%, and 2013<sup>th</sup>: 40%.

Key Words: reading skill, tested: aspect of question, examination paper.

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